DOCUMENT RESUME

ED 349 058 JC 920 446

AUTHOR Murray, Steven F.
TITLE Determining Faculty Attitudes toward Incentives and Rewards.
PUB DATE May 92
NOTE 22p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Faculty; Community Colleges; Faculty College Relationship; *Faculty Development; Faculty Fellowships; *Incentives; Instructional Improvement; Professional Development; *Rewards; School Surveys; *Teacher Attitudes; *Teacher Participation; Two Year Colleges
IDENTIFIERS Phillips County Community College AR

ABSTRACT

The purposes of a survey administered to all 60 faculty members at Phillips County Community College in Helena, Arkansas were: (1) to determine the types of incentives and rewards faculty perceive as most likely to encourage their participation in professional development activities; (2) to determine their degree of interest in specific professional development activities and topics; and (3) to assess faculty perceptions about the outcomes associated with participating in development programs. Study findings, based on a 75% response rate, included the following: (1) only 5 of 13 incentives for participating in faculty development activities were viewed by faculty as at least somewhat likely to encourage their participation; these were travel funds to attend conferences, paid release time for professional development, funds for innovative proposals to improve or develop a course, support and encouragement from senior-level administrators, and support and encouragement from department heads; (2) incentives were perceived as more likely than rewards to encourage faculty participation in the development activities; (3) among the 38 development activities listed on the survey, faculty expressed the greatest interest in those relating to changing students' attitudes or abilities, particularly in the areas of self-esteem, critical thinking, and problem solving; and (4) faculty perceived intrinsic benefits such as increased effectiveness, efficiency, and satisfaction as at least somewhat likely to result from their participation in professional development activities. Five data tables are included. (PAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED349058

Determining Faculty Attitudes toward Incentives and Rewards

A Presentation to the NISOD International Conference on Teaching Excellence
Austin, Texas
May 24-27, 1992

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. F. Murray

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Steven F. Murray
Dean of Academic Affairs
Phillips County Community College
P.O. Box 785
Helena, AR 72342
(501) 338-6474
(501) 338-7542 FAX

JC 920446

BEST COPY AVAILABLE

SUMMARY

The purpose of this survey was to identify faculty attitudes toward incentives of and rewards for professional development activities at Phillips County Community College. Specifically, answers were sought to the questions:

- What types of incentives and rewards for participating in professional development activities do faculty see as most effective?
- In what professional development activities and topics are faculty most interested?
- What are the faculty's perceptions of the outcomes of participating in instructional improvement activities?

The survey instrument, originally developed by Dr. Lynnda Emery and Dr. James Hammons of the University of Arkansas--Fayetteville, was revised based on the recommendations of two faculty committees, and submitted to all sixty full-time faculty. A response rate of seventy-five percent was achieved.

Results of the survey indicated that faculty believe that six of thirteen types of incentives but none of the five rewards listed were likely to encourage participation in professional development activities. Faculty expressed greatest interest in teaching critical thinking skills, strategies to motivate students, strategies to develop student confidence, active learning techniques, strategies to develop students' creativity, and strategies to develop students' problem-solving skills. They saw increased efficiency, effectiveness and satisfaction as the most likely outcomes of participation.

It was concluded that faculty at Phillips County Community College perceive incentives as more likely than rewards to encourage their participation in professional development activities, that they are interested in professional development activities

directly related to changing student attitudes and abilities, and that they perceive intrinsic benefits such as increased effectiveness, efficiency, and satisfaction as at least somewhat likely to result from their participation in professional development activities.

FACULTY ATTITUDES TOWARD INCENTIVES AND REWARDS FOR INSTRUCTIONAL IMPROVEMENT ACTIVITIES AT PHILLIPS COUNTY COMMUNITY COLLEGE

The purpose of the survey was to determine (1) the types of incentives and rewards faculty perceive as most likely to encourage their participation in faculty development activities, (2) the degree of faculty interest in specific professional development activities and topics, and (3) faculty perceptions of the outcomes of such participation. Forty-six survey forms were returned, a return rate of 75 percent. As Table 1 below indicates, each division was well represented.

Table 1

Number and Percent of Survey Respondents by Division

Division	Number (Percent of Division)
Allied Health	9 (69)
Arts and Sciences	14 (70)
Business and Data Processing	6 (60)
Developmental and Adult Education	7 (70)
Technical and Industrial Education	8 (100)
Division Not Identified	2
Total	46 (75)

Faculty Attitudes toward Incentives for Participation in Professional Development Activities

Listed in Table 2 on page 2 are the responses to thirteen types of incentives. Incentives differ from rewards in that they are available to all faculty and are offered prior to participation in faculty development activities. Included are the number and percent of responses, the mean response, and the standard deviation. Seven of the thirteen types of incentives to which faculty were asked to respond received mean responses of less than 1.0, indicating that, on the whole, faculty do not see

Table 2

Response to Survey Items Measuring Faculty Attitudes toward Incentives

	Survey Item	Response[1] Very Unlikely N (%)	Somewhat Unlikely N (%)	Somewhat Likely N (%)	Very Likely N (%)	Don't Know N (%)	Mean	SD
1.	Paid released time for professional development	2 (5)	2 (5)	6 (14)	34 (77)	0 (0)	1.55	1.04
2.	Funds for innovative proposals to improve or develop a course	2 (5)	4 (9)	15 (34)	22 (50)	1 (2)	1.16	1.14
3.	Travel funds to attend conferences	1 (2)	3 (7)	4 (9)	36 (82)	0 (0)	1.61	0.97
4.	Support and encouragement from associate dean of your division or department chair	2 (5)	0 (0)	18 (41)	23 (52)	1 (2)	1.36	0.92
5.	One course load reduction	4 (10)	3 (7)	15 (37)	13 (32)	6 (15)	0.73	1.27
6.	Support and encouragement from senior-level administrators	1 (3)	6 (15)	17 (43)	16 (40)	0 (0)	1.02	1.12
7.	A student assistant for 10-15 hours per week	8 (19)	12 (28)	13 (30)	8 (19)	2 (5)	0.02	1.46
8.	Funds to obtain secretarial help	7 (16)	13 (30)	14 (33)	6 (14)	3 (7)	-0.02	1.37
9.	Faculty exchanges with other colleges and universities	6 (14)	8 (19)	19 (44)	8 (19)	2 (5)	0.35	1.36
10.	Return to industry or industry-education exchanges	7 (17)	7 (17)	13 (31)	9 (21)	6 (14)	0.24	1.41

Table 2 (Cont.)

	Survey Item	Response[1] Very Unlikely N (%)	Somewhat Unlikely N (%)	Somewhat Likely N (%)	Very Likely N (%)	Don't Know N (%)	Mean	SD
11.	Opportunity to work with person(s) skilled in media use	7 (16)	13 (30)	14 (32)	6 (14)	4 (9)	-0.02	1.36
12.	Opportunity to present innovation classroom practices at informal faculty gatherings	12 (27)	10 (23)	14 (32)	6 (14)	2 (4)	-0.18	1.48
13.	Across-the-board salary increments (Each instructor receiving the same percentage increment)	5 (12)	6 (14)	12 (29)	17 (41)	2 (5)	0.71	1.44
14.	Likelihood in general of the types of incentives listed above to encourage you to participate in professional development activities	0 (0)	5 (11)	24 (53)	16 (36)	0 (0)	1.14	0.91

[1]Response weight: Very Unlikely = -2, Somewhat Unlikely = -1, Somewhat Likely = 1, Very Likely = 2, I Don't Know = 0

them as likely to encourage participation in professional development activities. The mean response to the global question "In general, how likely are the types of incentives listed above to encourage you to participate in professional development activities?" was 1.14.

Of the types of incentives receiving mean responses of 1.0 or higher, indicating a perception on the part of faculty that they are at least somewhat likely to encourage participation in professional development activities, three--travel funds to attend conferences, paid released time for professional development, and funds for innovative proposals to improve or develop a course--are now in place at Phillips County Community College. It is difficult to assess the degree to which the remaining two of the more highly rated types of incentives--support and encouragement from senior-level administrators and support and encouragement from associate deans or department chairs--are provided.

Faculty Attitudes toward Rewards for Participation in Professional Development Activities

Rewards, unlike incentives, are awarded after the fact only to those who have participated in professional development activities or have otherwise shown an attempt to improve their performance. Listed in Table 3 on page 5 responses to five rewards. Included are the percent of responses, the mean response for each survey item, and the standard deviation. None of the rewards listed in the survey received a mean response 1.0 or higher, indicating that faculty in general do not see such rewards as likely to encourage participation in professional development activities. The mean response to the global question "In general, how likely are the types of institutional

Table 3

Response to Survey Items Measuring Faculty Attitudes toward Rewards

	Survey Item	Response[1]						
		Very Unlikely N (%)	Somewhat Unlikely N (%)	Somewhat Likely N (%)	Very Likely N (%)	Don't Know N (%)	Mean	SD
1.	Salary increments based upon merit	14 (34)	7 (17)	8 (19)	8 (19)	5 (12)	-0.26	1.56
2.	Academic rank (levels of promotion such as instructor, assistant professor, associate professor, full professor)	12 (29)	9 (21)	8 (19)	8 (19)	5 (12)	-0.21	1.52
3.	Tenure	5 (12)	6 (14)	12 (29)	16 (38)	3 (7)	0.67	1.43
4.	Annual monetary awards for excellent performance	12 (28)	5 (12)	10 (24)	12 (29)	3 (7)	0.12	1.64
5.	Recognition at annual service awards banquet	9 (23)	7 (18)	14 (35)	7 (18)	3 (8)	0.08	1.47
6.	In general, how likely are the types of incentives listed above to encourage you to participate in professional development activities?	8 (19)	13 (31)	10 (24)	10 (24)	1 (2)	0.02	1.52

[1]Response weight: Very Unlikely = -2, Somewhat Unlikely = -1, Somewhat Likely = 1, Very Likely = 2, I Don't Know = 0

rewards listed above to encourage you to participate in professional development activities" was 0.02, lower than the mean response to the global question concerning types of incentives.

Faculty Interest in Professional Development Topics and Activities

Table 4 on page 7 lists responses to thirty-eight professional development activities or topics in which faculty were asked to express their interest. Included are the number and percent of responses, the mean response for each survey item, and the standard deviation. Mean responses to six of the activities or topics were higher than 2.0: "Teaching critical thinking skills" (2.35), "Strategies to motivate students" (2.33), "Strategies to develop student confidence" (2.27), "Active learning techniques" (2.18), "Strategies to develop students' creativity" (2.16), and "Strategies to develop students' problem-solving skills" (2.14). All six activities or topics have at least two aspects in common. First, they all involve changing student attitudes or abilities. Secondly, they are all directly related to classroom practices.

Faculty Perceptions of the Outcomes of Participation in Professional Development Activities

Faculty were asked to rate the likelihood of five possible outcomes of their participation in professional development activities. Listed in Table 5 on page 11 are the number and percent of responses, the mean response for each survey item, and the standard deviation. Survey results indicate that faculty perceive intrinsic rewards

Table 4

Response to Survey Items Measuring Faculty Interest
in Professional Development Activities and Topics

	Survey Item	Response[1]						
		No Interest N (%)	Slight Interest N (%)	Moderate Interest N (%)	Great Interest N (%)	Don't Know N (%)	Mean	SD
1.	Active learning techniques	2 (5)	5 (11)	14 (32)	21 (48)	2 (5)	2.18	0.97
2.	Classroom research strategies	6 (14)	13 (30)	11 (26)	10 (23)	3 (7)	1.51	1.08
3.	Classroom assessment techniques	5 (11)	9 (21)	16 (36)	11 (25)	3 (7)	1.68	1.05
4.	Collaborative learning techniques	3 (7)	7 (16)	16 (37)	14 (33)	3 (7)	1.88	1.03
5.	Computer applications in the classroom	5 (11)	7 (16)	14 (31)	17 (38)	2 (4)	1.91	1.08
6.	Critquing student written work	12 (28)	7 (16)	14 (33)	9 (21)	1 (2)	1.44	1.14
7.	Faculty retreat to identify institutional goals	16 (36)	15 (34)	7 (16)	4 (9)	2 (5)	0.93	0.95
8.	Faculty retreat to identify divisional goals	16 (36)	14 (32)	9 (21)	3 (7)	2 (5)	0.93	0.95
9.	Grading student performance	9 (21)	11 (25)	13 (30)	9 (21)	2 (5)	1.45	1.09
10.	Group discussion techniques	8 (17)	10 (22)	16 (35)	10 (22)	2 (4)	1.57	1.07
11.	Individuali ed strategies to guide independent study	9 (21)	9 (21)	16 (37)	7 (16)	2 (5)	1.44	1.05
12.	Interdisciplinary teaching	5 (11)	11 (24)	14 (31)	12 (27)	3 (7)	1.67	1.07
13.	Lecture delivery techniques	7 (15)	5 (11)	17 (37)	15 (33)	2 (4)	1.83	1.10
14.	Planning course content	6 (13)	6 (13)	23 (51)	8 (18)	2 (4)	1.69	0.97

Table 4 (Cont.)

	Survey Item	Response[1] No Interest N (%)	Slight Interest N (%)	Moderate Interest N (%)	Great Interest N (%)	Don't Know N (%)	Mean	SD
15.	Preparing your own transparencies	8 (18)	15 (33)	17 (38)	4 (9)	1 (2)	1.36	0.91
16.	Professional and personal development plan	8 (17)	10 (22)	19 (41)	6 (13)	3 (7)	1.43	1.00
17.	Programmed instruction	7 (16)	14 (31)	17 (38)	4 (9)	3 (7)	1.33	0.93
18.	Selecting and writing instructional ob ectives	9 (21)	16 (36)	16 (36)	2 (5)	1 (2)	1.23	0.86
19.	Selecting effective instructional media	6 (14)	11 (25)	18 (41)	7 (16)	2 (5)	1.55	0.98
20.	Strategies to motivate students	5 (11)	3 (8)	6 (13)	30 (67)	1 (2)	2.33	1.09
21.	Strategies to develop student confidence	6 (14)	1 (2)	9 (21)	27 (61)	1 (2)	2.27	1.11
22.	Strategies to promote exploration of values	7 (16)	10 (23)	10 (23)	14 (32)	3 (7)	1.64	1.16
23.	Strategies to develop students' problem-solving techniques	5 (12)	4 (9)	11 (26)	22 (51)	1 (2)	2.14	1.08
24.	Strategies to develop students' creativity	5 (12)	4 (9)	10 (23)	23 (54)	1 (2)	2.16	1.09
25.	Teaching critical thinking skills	4 (9)	3 (7)	7 (16)	28 (65)	1 (2)	2.35	1.04
26.	Teaching awareness of cultural diversity	9 (21)	8 (19)	10 (24)	14 (33)	1 (2)	1.67	1.18
27.	Teaching strategies for large classes	10 (23)	4 (9)	18 (42)	10 (23)	1 (2)	1.63	1.11

Table 4 (Cont.)

	Survey Item	Response[1] No Interest N (%)	Slight Interest N (%)	Moderate Interest N (%)	Great Interest N (%)	Don't Know N (%)	Mean	SD
28.	Teaching strategies for adult learners	8 (19)	6 (14)	13 (30)	15 (35)	1 (2)	1.79	1.15
29.	Teaching strategies for at-risk students	8 (19)	7 (16)	13 (30)	13 (30)	2 (5)	1.67	1.15
30.	Teaching strategies for nontraditional students	6 (14)	8 (19)	9 (21)	17 (41)	2 (5)	1.83	1.17
31.	Team teaching	11 (26)	8 (19)	13 (30)	9 (21)	2 (5)	1.42	1.14
32.	Using electronic visual aids (slides, transparencies, videotapes, computer presentations)	6 (14)	8 (18)	16 (36)	13 (30)	1 (2)	1.80	1.05
33.	Using non-electronic visual aids (printed handouts, flip-charts)	8 (19)	10 (23)	15 (35)	8 (19)	2 (5)	1.49	1.05
34.	Using telecommunications media	6 (14)	5 (11)	21 (48)	9 (21)	3 (7)	1.68	1.03
35.	Writing test items	8 (19)	12 (28)	13 (30)	9 (21)	1 (2)	1.51	1.05
36.	Writing a course syllabus	8 (19)	10 (23)	17 (40)	6 (14)	2 (5)	1.44	1.01
37.	Writing for publication	7 (16)	10 (23)	15 (35)	10 (23)	1 (2)	1.63	1.05
38.	Writing across the curriculum	6 (14)	9 (21)	14 (33)	13 (30)	1 (2)	1.77	1.07

[1]Response weight: No Interest = 0, Slight Interest = 1, Moderate Interest = 2, Great Interest = 3, I Don't Know = 0

resulting from their participation in professional development activities, specifically that they would become more efficient and effective teachers and that they would become more satisfied with their teaching. They were significantly less certain that the extrinsic reward of improved annual evaluations would result from participation.

Conclusions

A number of conclusions can safely be drawn from the survey:

- Faculty at Phillips County Community College see incentive programs such as the provision of travel funds, paid released time for professional development, and funds for innovative proposals to improve or develop course as at least somewhat likely to encourage participation in professional development activities.
- Faculty at Phillips County Community College see the support and encouragement of mid-level and senior-level administrators at least somewhat likely to encourage participation in professional development activities.
- Faculty at Phillips County Community College perceive incentives as more likely than rewards to encourage their participation in professional development activities.
- Faculty at Phillips County Community College are interested in professional development activities that will improve their ability to change student attitudes and abilities, especially in the areas of self-esteem, critical thinking, and problem solving.
- Faculty at Phillips County Community College perceive that intrinsic benefits such as increased effectiveness, efficiency, and satisfaction are at least somewhat likely to result from their participation in professional development activities.

Table 5

Response to Survey Items Measuring Faculty Attitudes
toward Outcomes of Participation

	Survey Item	Response[1] Very Unlikely N (%)	Somewhat Unlikely N (%)	Somewhat Likely N (%)	Very Likely N (%)	Don't Know N (%)	Mean	SD
1.	I might become a more efficient teacher.	1 (2)	5 (12)	12 (28)	24 (56)	1 (2)	1.23	1.11
2.	I might become more satisfied with my teaching.	3 (7)	2 (5)	19 (44)	17 (40)	2 (5)	1.05	1.13
3.	My annual evaluations might improve.	6 (14)	6 (14)	20 (47)	10 (23)	1 (2)	0.51	1.37
4.	I might become a more effective teacher.	2 (5)	3 (7)	15 (35)	22 (51)	1 (2)	1.21	1.10
5.	My colleagues might become critical of my participation.	18 (44)	13 (32)	5 (12)	0 (0)	5 (12)	-1.07	1.03

[1]Response weight: Very Unlikely = -2, Somewhat Unlikely = -1, Somewhat Likely = 1, Very Likely = 2, I Don't Know = 0